Key Text =Jasper Jones

Content

Students will explore the context of experiencing prejudice. They will define prejudice and

discuss the experience of prejudice in their own lives and as represented in the wider media particularly in sport – considering prejudice experienced by Nicky Winmar and Adam Goodes and Anthony Long. Students will learn about how prejudice was expressed, experienced and condoned during the historical setting of Jasper Jones – in particular the segregation of Indigineous Australians and white Australia. (White Australia policy) . After this background setting Students will explore different aspects of experiencing prejudice in the text Jasper Jones: the role of the narrative voice; judging by appearance; acceptance through sport; impact of prejudice towards outsiders include Asian and Indigenous Australians. Class discussion, group work and complementary texts will enhance this analysis.

In response to prompts that relate to the context Students will refine their ability to express their ideas in writing for different audiences, purposes and forms as required for context study. They will draft, and complete the following: journal entries by characters in the text; newspaper articles about events that exemplify key types of prejudice; expository essays and other forms of writing.

Compare mocking bird and jj and research deep south.

**Ideas for a context study on Jasper Jones**

Prejudice and Preconceptions

**Key knowledge**: Students will need to understand what a context study is and how it differs from writing text response. Prejudice, its causes and the forms it can take will be explored through the study of texts and students will produce their own writing in response to a prompt or prompts. This writing can be in expository, persuasive or imaginative form. Students should also examine what a preconception is and how this is not exactly the same thing as prejudice. Also, how we form judgements of others could be explored.

**Resources**: Jasper Jones (novel), To Kill a Mockingbird (film) and short stories and poetry (yet to be selected).

**Key terms**: context study, prompt, expository, persuasive, imaginative, prejudice, preconception, racism, assumptions,

**Unit outline**

* Explain what a context study is.
* Provide students with a plot summary of the text to support their reading.
* Discuss what prejudice is and the forms it can take. Discuss what a preconception is and how as a word its meaning is slightly different and less loaded. Draw on students’ own experiences and knowledge for these discussions.

Use key characters to explore the concept of prejudice. These should include the narrator, Charlie Bucktin, Jasper Jones, Jeffrey Lu, his parents, Mr. Wishart, the shire president and the father of the dead girl, Mad Jack, Laura Wishart herself and possibly others. The relationship between the narrator’s parents and their opinions of each other would also provide interesting ideas. Key episodes should include the narrator’s explanation of how others view him, his description of the prejudice against Jasper Jones, Jeffrey’s desire to play cricket, the hostility against his parents and the assault on his mother and on his father’s garden and also the positive perceptions of the Wishart family contrasted with the reality of their interactions behind closed doors. Mad Jack’s reputation and how it was established should be examined and compared with the facts. It could also be interesting to look at Australian

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| Learning Activity | Student Product | Formative/Summative |
| Introduce the unit – explain the concept of a context.  Focus on idea of prejudice and producing writing on the th  Draw a triangle on board to show how assessed– 1 point = how well they explore ideas in relation to prejudice, one is how they show they’ve got some ideas from the main text (but they can use ideas from other texts and discussion), their ability to write well in a particular form, for a particular purpose audience e.g. Charlie gives a speech as a successful writer looking back at how prejudice existed and affected his community 30 years ago.  Students write in silence for a minute – what prejudice is. Brainstorm this and compare with dictionary definition. Students write their own definition and ideas in several paragaphs.  Make a a lotus blossom concept map about prejudice – with types, causes, effects of , how it is demonstrated, coping with prejudice as categories and sub categories off these – see attached. Individual and pair share – add to your lotus three ideas and class. Add to this as you research topic |  |  |
| Scenario – photos of people you see on your own at night – what are your first thougtsThen to discuss their own experiences of prejudice or have witnessed and possibly how aware students are of their own prejudice.  Then explore prejudice in wider media - Nicky Winmar and Adam Goodes and Anthony Long. Some mini research.  Possible debate around this topic? |  |  |
| Article reading – Compare articles related to racial slur incidents involving Nicky Winmar and Adam Goodes.  What were the incidences, why did they occur, significance (Eddie Maguire), outcomes, discussion of the passage of time and how this has influenced the public’s reaction. Twenty year time span between one and the other.  Piece of writing: Was Eddie Maguire wrong? |  |  |
| Use above as a lead in to begin background history of indigenous Australia in the setting of Jasper Jones.  Power Point covering:  White Australia Policy  Brief history of Indigenous Australia pre 1960s  Conditions of Indigenous Australians 1960s  Segregation in Australia  Vietnam War  Post WWII migration  1960s Referendum |  |  |
| Gives kids a summary of the book – use Laurel’s chapter summaries . Students to read the summary – what events, aspects of the novel relate to what we’ve already discussed about Prejudice. 321 – Three key messages the book is giving to the reader about prejudice, two questions – they have – any they like. One analogy – what does it remind you of. (Teacher may wish to mention analogy of TK a MBird at this point – some students may wish to read this as well as another supporting text to explore the context – or watch the film)  You might want to make chart to gather notes from these ideas? |  |  |
| Suggest – you look at passages to highlight:  Jeffrey Lu – compare his treatment chap 2 with later – how he copes with prejudice  News article – differentiate the task – some could to try to write in the voice of the 60s (accidentally racist!) with the prejudice of that time and some could just try modern PC version –  Mad Jack – conversation where they find out  Charlie’s narrative voice and prejudice – did Jasper do it?  Charlie – suffers because smart  Jasper Jones – journal entry by Jasper  Jasper Jones – his behaviour . Re write part of the book but Jasper is narrator  Practise forms of writing while you do above. Just quick drafts |  |  |
| Use prompts related to prejudice and write practise pieces before final piece. Peer drafting assessing, proper piece. |  |  |